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Trip Report:

**Assessing Institutional Capacity in
Dissemination and Advocacy in West Africa:
CESAG and CERPOD
and
ERNWACA Advocacy Training**

February 8-26, 1999

Dakar, Senegal

Bamako, Mali

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**Assessing Institutional Capacity in
Dissemination and Advocacy in West Africa
CESAG and CERPOD**

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Acronyms

AARN	African AIDS Research Network (AARN)
ACACIA	Communities and Information Societies in Africa
ACI	Africa Consultants International
AED	Academy for Educational Development
AFR/SD/HRD	Africa Bureau/Sustainable Development/Human Resources and Democracy
AHILA	Association for Health Information and Libraries in Africa
BASICS	Basic Support for Institutionalizing Child Survival
BCEAO	Banque Central des Etats d'Afrique de l'ouest
CA	cooperating agency
CEFOREP	Centre de Formation en Santé de la Reproduction
CERPOD	Center for Applied Research on Population and Development
CESAG	Center for Higher Studies in Management in Africa
CILSS	Permanent Inter-States Committee for Drought Control in the Sahel
ELSA	Evaluation and Learning System for ACACIA
ERNESA	Educational Research Network for East and Southern Africa
ERNWACA	Educational Research Network for West and Central Africa (ROCARE)
FAWE	Forum for African Women Educationalists
FP	family planning
GEEP	Group pour l'étude et l'eng
HIV/AIDS	human immunodeficiency virus/acquired immunodeficiency syndrome
IDRC	International Development Research Center
IEC	information, education, and communication
ILO	International Labor Organization
IPPF	International Planned Parenthood Federation
ISED	Institut de Santé et Développement
JHPIEGO	Johns Hopkins Program for International Education in Reproductive Health
JSI	John Snow Incorporated
MAQ	Maximizing Access to Quality
MOH	Ministry of Health
MSH	Management Sciences for Health
NGO	nongovernmental organization
RESAR	Regional Economic Development Support Office
RESEDOC	Reseau Senegalais de documentation sur le SIDA

ACRONYMS

RH	reproductive health
SARA	Support for Analysis and Research in Africa
UNDP	United Nations Development Program
UNAIDS	Joint United Nations Programme on AIDS
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Childrens Fund
USAID	United States Agency for International Development
WHO/AFRO	World Health Organization/Africa Regional Office

Background

The SARA Project has been working with CESAG, CERPOD, and ERNWACA for over three years to help strengthen their capacity. In December 1997, Gail Kostunko assessed CESAG's information and communication capacity and needs. SARA would like to determine how CESAG has incorporated Gail's suggestions and to develop ways that SARA might assist CESAG in achieving its information goals during the remainder of the SARA project. Ms. Shafritz and Ms. Bery also planned to visit several other organizations in Dakar, including the Leland Coordinator, Mr. Olivier Sagna, IDRC's Information specialist, Alioune Camara, and ISED's Issakha Diallo who is trying to link the district medical officers on an Intranet.

CERPOD has requested assistance to refine and augment its dissemination strategy. Ms. Bery and Ms. Shafritz planned to work with CERPOD on the dissemination strategy and on how to repackage some of its current research. In addition, CERPOD is eager to increase the visibility of its information center and would like advice on how to do this effectively.

Ms. Shafritz has been working with JSI/MEASURE 2 on refining a guide for front-line health workers to conduct self-evaluations of their clinics using available data. She planned to review with CERPOD the development of the self-evaluation guide and offer any technical assistance needed.

This trip coincided with the scheduled ERNWACA advocacy training Feb 22-27, 1999. Ms. Bery attended the ERNWACA advocacy training during this week. In addition, she planned to meet with the coordinators to assess how they have been using e-mail and whether they are connected to the Internet—staying an extra day to meet and discuss electronic connectivity with both the Francophone and the Anglophone coordinators.

Purpose

The primary purpose of this trip was for Renuka Bery and Lonna Shafritz to assess CESAG's progress in developing an information strategy and to assess the information center and dissemination plans and needs of CERPOD. Ms. Bery also worked with the ERNWACA regional coordinator to identify dissemination opportunities and, with the advocacy trainers, to plan and present the advocacy workshop and the Phase III Launching activities.

KEY NEXT STEPS/RECOMMENDATIONS

Key Next Steps/Recommendations for Dissemination and Advocacy

CESAG strengthening advocacy capacity

- ◆ SARA will support one CESAG trainer to work with UNFPA in Abidjan to help adapt the SARA advocacy guide and to assist UNFPA develop its advocacy program
- ◆ SARA will continue working with CESAG to develop a system to assess how participants have used their advocacy skills
- ◆ SARA will provide a veteran advocacy trainer to assist CESAG in presenting the next regional advocacy training course. This trainer will serve as a mentor rather than a trainer

CERPOD developing a dissemination center network and electronic communication activities

- ◆ SARA will work with and support CERPOD to design and facilitate a workshop for documentation centers, university libraries and journalists to learn about dissemination activities and to plan ways this network can assist CERPOD in disseminating information. CERPOD will help the country teams become a focal point for Pop/RH information in their countries
- ◆ SARA will continue to offer support and guidance to CERPOD in developing its web site and other electronic communication activities
- ◆ Continue providing technical assistance in strengthening repackaging, dissemination and advocacy skills to CERPOD staff and ensuring that the nexus from research to dissemination to advocacy to policy changes is part of their process

ERNWACA advocacy and repackaging activities

- ◆ SARA will provide advocacy training to the Anglophone chapters of ERNWACA that did not participate in the Francophone workshop
- ◆ SARA will continue to assist ERNWACA in synthesizing the specific country transnational agendas that are acceptable

Senegal/CESAG

Ms Bery and Ms Shafritz met with CESAG staff members to discuss the progress made in developing and implementing an information strategy. In December 1997, SARA consultant Gail Kostunko conducted an assessment of CESAG's information capacity and made a series of recommendations designed to enhance CESAG's ability to provide information to its internal clients (students and instructors) and to its partners in the region.

Ms Bery and Ms Shafritz found during this trip that much has happened since the initial assessment. CESAG has restructured its three information-related units into one single department under the direction of Mr Jérôme Bassène. The dissemination/information technologies department (La Direction de l'Informatique, des Systemes d'Information et des Nouvelles Technologies (DISINT)) includes the library, the computer center, and the audio visual unit. CESAG's long-term vision is to operate a multimedia center capable of providing training and information using a variety of different communication and learning channels. However, for the short-term CESAG seems to be approaching their task of building the information capacity in manageable steps (See appendix 2 for DISINT's 1998-99 Action Plan.)

CESAG's strategy, under Mr Bassene's direction, is to strengthen the resources it has while gradually widening the scope of activities and potential user base available for providing and disseminating information. DISINT has received support from the overall organization, both in terms of hiring new staff and funding for necessary equipment and materials. However, it is clear that the information group, and the organization as a whole, still functions reactively to earmarked donor money. It might be prudent for CESAG to try harder to attract non-earmarked funds from donors so they can be used in a way that furthers a holistic approach rather than developing in ways determined by outsiders.

Mr Bassene's first priority has been to hire new staff to manage increased activities. We met two staff members who were hired in October 1998. They are young, energetic, intelligent, and most importantly, trained in their respective fields. Joel Diedhiou manages the library and Samba Ndiaye manages the computer center. They meet regularly with Mr Bassène to chart their progress and to plan for the future.

Library

The CESAG library is trying to change its reputation as a moribund center. The most important step for the library is to focus on the internal needs of the institution—those of the instructors and students. Revitalizing the library has been made a priority and is currently in CESAG's budget. Mr Bassène requested all the instructors to list the publications and periodicals they felt were most important for the library. As a result, the li-

brarian has ordered over 100 titles. Systems are also a high priority—for cataloguing publications, borrowing materials, following-up on late returns, requesting new publications, etc. Computers have been requested for both administering the new systems and for the library users to be able to access information for themselves.

The long-term vision is to provide access to a wide range of services through the library. Mr. Diedhiou plans to establish relationships with a variety of libraries in Dakar and in the region and hopes to start an inter-library loan system, or at least a system of classification to share information. After satisfying the current internal clients, Mr. Diedhiou envisions that CESAG's library services will be available for former students and for the general public interested in management issues. He described a "selective dissemination of information" strategy he would like to implement that appears to be a clipping service on particular themes for instructors where the library would research or copy any article that appears on a particular subject of interest to the instructors.

To build the reputation of the library and its varied services, Mr. Diedhiou plans to engage in a sensitization process in which CESAG would promote the collection, ensure that the library hours are suitable to the needs of the users (currently the library is officially open 8am-5pm Monday through Friday), provide varied access to information and instruction on how to access electronic information. He has recommended to CESAG that a policy be established to sanction loss or damage of publications since over 2,000 titles are missing. To address this problem, before the exams he was responsible for an announcement that anyone with books outstanding from the library would not be able to take their exams. This prompted the return of over 60 books.

Mr. Diedhiou is clearly interested in developing the reputation of CESAG's library and finding ways to improve access to information. He is very interested in developing some type of cooperative relationship with a library in the U.S., particularly one run by a training school such as CESAG, to exchange experiences and information. Ms. Bery suggested several African-based networks and listservs that exist that might be of interest such as AHILA, Association of Health Information and Librarians in Africa, run by WHO, AFRO-NETS, an African health listserv, and MSH's Electronic Resource Center.

Computer Center

CESAG is in the process of becoming internally networked. Soon all staff members will have computers on their desks and will be connected by a local area network (LAN) which will also provide them with immediate access to their e-mail accounts. Currently only one central computer is available to send and receive e-mails and it is often busy, so use of this communication channel by staff is limited. CESAG has two computer rooms with 18 and 15 computers respectively. Students and faculty do use the computers and often, in the evenings, users must wait to get on a machine.

The new computer center manager, Samba Ndiaye, outlined some real goals that he envisions for CESAG. In three years he wants all instructors to be able to give their classes via Powerpoint presentations and to use the computer programs available to them. He would also like the permanent instructors to use the computer for at least half of their classes. Eventually CESAG hopes to have a dedicated line for the Internet rather than a dial-up line. Thus Mr. Ndiaye believes that CESAG will be able to conduct distance education courses via the Internet for students who are not able to attend CESAG courses on its campus.

Currently CESAG is starting internally to enhance computer skills. They will hold computer and Internet training courses for instructors and students, concentrating on those who do not already use computers. Mr. Ndiaye realizes that once the network is functional, more staff will be needed to meet the needs of the new users. He sees an immediate need for two people: one to maintain the network and the Internet and to conduct research and another to operate a helpdesk to assist users with technical problems with their software or hardware.

Mr. Ndiaye was clearly conscious of CESAG's need to develop income generating activities. He sees the computer center as being a very viable resource and also sees opportunities for CESAG to develop a consultancy base in information technology that could bring in funds. He also discussed the possibility of developing a commercial service if funds become available. Mr. Ndiaye mentioned the need to develop his own capacity to offer services. Through CESAG, he would like to offer computer courses to the general public such as Microsoft courses and Internet courses. He also mentioned a certified program in France where he could learn about servers, Windows NT, and other software programs.

AudioVisual Center

The previous manager of the audio visual center was a technical person with a background in public relations. The current manager is a technician whose main function is to film classes and to keep the equipment working. Mr. Bassene sees this as insufficient and limiting, since the technician can only do one activity at a time. The facilities were quite impressive: a large auditorium, which is often rented out, has the capacity for simultaneous translations of six to eight languages; the recording studio is professional level and is used by CESAG for educational purposes such as filming classes. Africa #1, the regional African radio station, uses CESAG's studio facilities, when it is in Dakar, to prepare broadcast-quality materials.

Originally the audio visual center was developed as part of a distance learning course with the University of Montreal. However, since the funding ended to support these courses, CESAG has not been using the facility to its capacity. Currently CESAG is discussing the possibility of reviving its distance education program with a bank in France.

that plans to update the equipment so that CESAG can offer courses from France. In addition, Ms. Bery and Ms. Shafritz discussed how CESAG might be able to video tape these courses and send tapes to partner institutions in the various member countries. They also discussed the opportunities that the new Africa satellite might bring for distance education in the region, especially if it were spearheaded by CESAG.

Advocacy Activities

SARA has been working with CESAG to develop its capacity to provide advocacy training to resource persons in the region, particularly Francophone West and Central Africa. In February 1998, CESAG and SARA jointly sponsored an advocacy workshop for 25 participants from 7 countries. In December 1998, SARA provided a short training of trainers course to several CESAG staff members to ensure that the responsibility for the advocacy program does not rest with one person whose departure could leave the organization without capacity to train in advocacy. Although this training was quite short, Laurence Codjia, director of the health program and responsible for the advocacy activities, indicated that this training was critical for building advocacy skills in the organization and allowing them to develop a strong team of trainers and health personnel.

Demand for Advocacy

CESAG has been able to benefit from its capacity to lead advocacy training courses. Recently, UNFPA/Dakar chose CESAG to train its staff in advocacy. This training is scheduled for April 1999. Additionally, CESAG submitted a proposal to the Mayor's office of Dakar to conduct a number of training courses, including advocacy. They expect to receive the contract largely because they were the only organization to offer training in advocacy. Such income-generating activities are critical for CESAG as it seeks the sustainability necessary to be independent from its parent organization and primary funder, BCEAO.

CESAG has also scheduled a second regional course for May 1999. Although SARA has agreed to provide one veteran advocacy trainer, the majority of the training will be conducted by the CESAG staff already trained in advocacy. This should serve to strengthen the team while ensuring that the quality of the course is maintained. CESAG has sent course announcements to over 500 organizations and funders as it seeks participants and sponsors for the workshop.

Ms. Bery met with Laurence Codjia and CESAG's training director Dr. Samake to discuss the possibility of CESAG providing technical assistance to UNFPA in Côte d'Ivoire. Ms. Bery had received a request for technical assistance in adapting the SARA Advocacy Guide to meet UNFPA's needs. It seems an ideal way to link CESAG with UNFPA and to strengthen CESAG's advocacy role in the region. As CESAG was already planning a workshop with UNFPA/Dakar, providing consistency in the approach also seemed most appropriate. After facilitating this exchange with Hughes Kone, IEC director for

UNFPA in West Africa, Dr Kone sent a scope of work that indicated his interest in a long-term collaboration with CESAG, perhaps as potential trainers for all UNFPA advocacy activities in the region. SARA will support the initial technical assistance visit at the end of March 1999.

Follow-up of Advocacy Training Participants

SARA and CESAG have agreed to a three-step strategy to follow up on the participants who attend the advocacy training:

1. Develop and send a questionnaire to all the participants asking how they have used their training and to describe problems and successes they have had,
2. Phone calls to probe their answers and to collect information that could be used in some case studies and
3. Organize a network of advocacy participants coordinated by CESAG to share experiences and to publicize problems and potential solutions. The last is a long-term step that still requires some further development, but might include an electronic network of participants who have access to e-mail, a synthesis of experiences and problems and solutions that CESAG could publish on a quarterly basis and send to former participants, and/or transformation of relevant experiences into material for future courses.

Networking with Partner Organizations

CESAG has yet to define its critical partners and to develop links with them. While they have a presence in many countries, formal relationships and mutually beneficial exchanges of information need to be developed more fully. It seems that this is being planned in collaboration with MSH, CESAG, and SARA, and that SARA's role will be to provide the resources for strengthening dissemination and other information exchange activities. Discussions focused on how CESAG, as the regional body, should be a focal point for national organizations. A workshop is being planned for the last quarter of 1999 and CESAG thought that SARA could provide technical assistance related to dissemination, as mentioned above.

Other Meetings at CESAG

CESAG is currently looking for a director of the organization. In the interim, Ms Shafritz met with Moustapha Mbacke Diop, manager in charge of developing the accounting institute and interim director of studies, programs and research. He has been in this job for four months. His current focus appears to be on programs and he is looking to implement programs that will appeal to the public and be self-sustaining, perhaps new programs addressing particular business sectors, such as agriculture, hospitality, financial markets, etc. However, implementing a whole new program at once is costly, in both financial and human resources. They discussed the idea of phas-

MEETINGS WITH OTHER ORGANIZATIONS/IDRC

ing these types of programs in over time, by introducing a few new courses each semester and letting students concentrate in these areas as part of the current MBA degree

Related to research and studies, Mr Mbacke Diop envisions that CESAG will focus on applied, secondary research, perhaps conducting studies using ILO or WHO protocols (both organizations are already CESAG clients) on such topics as "the effect of deregulation/decentralization on the poor," "the effect of family planning on demographic or economic development," and "success factors for small businesses." The priority would be to use CESAG staff to execute these studies, which fits in with his vision that each professor would have three roles: teaching, providing technical assistance to other organizations, and research. More fundamental/theoretical research is seen as something that would be undertaken more by faculty for their personal development.

In terms of disseminating the research and studies, Mr Mbacke Diop indicated that the target audience would be potential consumers in the subregion who would be willing to pay for them, such as businesses, chambers of commerce, etc. The four types of publications planned include:

- a Notes - descriptive documentary notes about a particular topic, such as how to do business with a particular type of organization in Dakar. These would include hints, contact information, etc. It appears that there are about a dozen of these already available in draft form.
- b Students' theses
- c Case studies prepared for classes that other organizations could use
- d Fundamental research conducted by individual professors that would be published in peer-reviewed journals

CESAG seems to know who the audience would be in Senegal, but not in the other countries. In discussing how to communicate with the potential targets or to announce new publications, the possibilities of using a listserv approach, sending out notices by mail and using chambers of commerce as a dissemination channel were also mentioned.

Meetings with Other Organizations in Dakar

IDRC—Alioune Camara

Ms Bery and Ms Shafritz met with Mr Alioune Camara who has been with IDRC since 1987 and now manages IDRC's education activities, including those with ERNWACA. Previously he managed the information and communication activities. Currently, he is focused on how to use information to improve education in Africa, such as distance learning and other techniques. IDRC's programs are now more focused and the re-

search problems are very specific. Mr. Camara indicated that USAID is working more in non-formal education in Senegal, Mali, and Burkina Faso and sees ROCARE/ERNWACA as playing an important technical role in this field.

IDRC has three-year programs and a new cycle starts in April 2000. A key element of the program is the ACACIA Initiative: Communities and Information Societies in Africa in Senegal, Mozambique, Uganda and South Africa—a research program to determine how information technology can aid the very poor, with little access to technology. ACACIA's focus is on developing decentralized approaches to poverty, with initiatives coming from the local communities and officials. ACACIA conducts specific activities at the community level in local languages. For example, the University of Canada and a local institute have been conducting basic distance education in Wolof and Pulaar to study whether distance education can close the education gap (i.e., problems related to lack of teachers, distances to schools, and lack of resources). ACACIA is also looking at how access to telephones and information will affect the community by promoting telecentres that create small-businesses and jobs in the communities as well as give people access to information and networks. Training is based on simple modules so they are easily understood. The activities span various sectors from health, education, and natural resources to governance and economics.

Each ACACIA country has an overall national strategy. Although IDRC's funding cycles are three years, the vision is that ACACIA must continue for 10-25 years before any lasting changes can be seen and documented. ACACIA, thus, is organized in phases where the activities are defined in collaboration with local communities, governments, NGOs, and the private sector. Monitoring committees are also established and meet yearly. This first phase has focused on gathering knowledge, assessment, conducting pilot projects in the four countries, getting to know the actors, and staged information gathering.

ELSA, the evaluation and learning system for ACACIA, has a full-time person working on indicators for health, education, the private sector, etc. Results to date show 6,000-10,000 people employed with the private telephone project which has generated 16 billion FCFA (\$267M) in revenue for Sonatel. Research studies are conducted by community associations or groups using participatory approaches to determine local available strategies. The object is to determine which factors influence success.

When asked about his ideas for organizations that could coordinate regional information activities, Mr. Camara suggested CILSS for which he worked prior to joining IDRC. RESEDOC is part of the Institute du Sahel in Mali and already coordinates large quantities of information. He also mentioned the Institute PanAfricaine de Developpement in Burkina Faso that works to develop marketing plans and strategies and has recently developed and implemented a program on the management and marketing of infor-

MEETINGS WITH OTHER ORGANIZATIONS/BASICS/ACI

mation with schools of information. A large problem with information until now was the conservative mentality related to information—the concept that holding onto information and training was power, now people are learning how important it is to get information out to others and how to repackage it to make it most useful.

In Dakar, Mr. Camara specified the Centre National de Documentation Scientifique et Technique that has been trying to create a network of different sectors that might serve as a country focal point. This organization has repackaged a lot of information, and has developed annotated bibliographies for UNEP-Infoterra. He also mentioned the GEEP festival that culminated the Senegal dissemination of *Les Jeunes en Danger*. He said that momentum from that festival inspired the creation of a youth network with each chapter tackling different problems. The network has been linked electronically so, in effect, it is a cyberyouth network with 12 cybercenters around the country which are communicating with each other about the different problems they are addressing, developing web pages, and creating space for new technologies.

BASICS

Aissatou Wade heads the BASICS documentation center. Ms. Bery discussed BASICS' mailing list and how BASICS might be able to set up a dissemination tracking system visually similar to SARA's. BASICS has a mailing list of approximately 13,000 people worldwide which was used to distribute the Child Health Dialogue. Aissatou was responsible for sending out Facts for Feeding as a part of the Child Health Dialogue mailing in FY 1998. We discussed the future and possibilities for relocating the documentation center if the BASICS project is not renewed. The most logical place would be ENDA, but Aissatou indicated that this organization is not particularly interested.

We also discussed the Profiles workshop conducted in Niger in late 1998 by LINKAGES which used the advocacy guide as part of the course.

Ms. Shafritz met with other BASICS staff and discussed how they have used SARA documents. This is discussed later in the report.

ACI

Ms. Shafritz and Ms. Bery visited ACI and met with the documentation center staff as well as staff working on the Poles of Excellence project. Ibrahima Bob talked about the linking of AIDS information centers around Africa. At the AIDS conference in Kampala, document centers discovered they were all working in isolation and decided to collaborate and share resources. The objective was to create national networks, then sub-regional groups, and then a Pan-African network. RESADOC is the Réseau Senegalais de documentation sur le SIDA. They collaborate with ORSTOM, Réseau Africain de Recherche du SIDA, Codesria, Bibliothèque Universitaire, and ENDA and are trying to find a common base. They are working with UNAIDS to coordinate this.

ACI documentalist, Mustapha, talked about his work as the librarian and the network of librarians. They have done a synthesis of qualitative and quantitative research and have prepared English and French synopses of databases and are putting them on computer over time. ACI gets necessary documents from partners if it does not have them, locating them in catalogues, bibliographies, and lists of organizations. The library, with a collection of over 3000 AIDS documents (2500 of which have been computerized) is used by lots of different people including researchers, ACI case workers, students, as well as the general public, and gets about 35-40 visitors per month. The library includes a collection of 105 video tapes, as well. ACI has documents on Child Survival, Population, and Nutrition, in addition to AIDS.

ACI disseminates information through existing channels, such as writing articles for or placing inserts in existing newsletters, etc. They often use the PanAfricaine mailing list of Journal Baobab which is distributed throughout Africa to 1700 subscribers, with a total production of 7500 copies. ACI has a local mailing list of 150 for Senegal. A core dissemination group in Senegal is the FOSAS, Forum de Solidarité anti-SIDA which was created three years ago following an NGO training program. There are monthly meetings, where information and materials are shared, and a newsletter.

An ACI physician, Fatim coordinates five caseworkers who oversee 55 local Poles of Excellence groups in five regions of the country and will soon include a new region. They work with established groups, usually already involved in AIDS, in a participatory fashion to determine what their needs are. These Poles of Excellence groups then serve as a resource to secondary groups. The caseworkers distributed UNFPA's Populi and other materials and discuss how they can be used. When possible they use materials in local languages (Wolof, Pulaar, Ngdeng) and if they find something particularly appropriate they republish and/or redistribute it. The groups include multiple target audiences and the caseworkers coordinate with local agencies, for example, they helped the local IPPF affiliate add AIDS activities into their services in one area. The focus is on coordination between donors, programs, and communities on the local level.

ACI's Poles of Excellence Program seeks to move information and gain participation in many directions especially up and down the hierarchy. An example they gave for this process is some relevant materials about AIDS that UNDP had. ACI ordered 250 copies and distributed it through their Poles of Excellence network to users in the community. They, in turn, provided feedback as to what information and/or assistance they needed and ACI was able to provide it or make the request to UNDP or other donors.

African AIDS Research Network (AARN)

Ms. Shafritz and Ms. Bery briefly visited the African AIDS Research Network in Dakar. They spoke with the documentalist who seems to have a well organized documentation center. In addition, he disseminates relevant information through an e-mail listserv.

MEETINGS WITH OTHER ORGANIZATIONS/ISED

Recipients of the information indicated that it was generally very relevant and when they see an e-mail from AARN on their computers, they always read the message. This seems to be a useful service and may be another entry point for disseminating AIDS information throughout the region. The only drawback might be the need to translate vital information into French. Ms. Shafritz and Ms. Bery also spoke with Aziz Hane, a researcher with AARN about their current research activities and the status of the network in general. They arranged for a copy of the *HIV and Infant Feeding* paper to be delivered to the documentation center.

ISED—Issakha Diallo

Ms. Bery met with Issakha Diallo to discuss his work trying to connect the district medical officers electronically over an Intranet. Apparently the contractor Dr. Diallo hired to make the electronic connections did not complete his contract. Thus, he is looking to find an organization that can provide the financial assistance and the technical capabilities to develop an Intranet system that will not incur large user costs. Ms. Bery went with him to ISED to meet the computer specialist and to look at the web site that they have developed. It is unclear exactly how SARA can help him at this time, but there may be ways in the future.

Discussions on Use of SARA Publications

Boubacar Diallo, retired UNDP officer, has done AIDS training for decision makers in 20-30 African countries and has found the AIDS Briefs very appropriate and quite effective for that audience. He found them most useful to get people interested in AIDS, the sectoral approach does a lot to achieve first-level introduction to/awareness of the problem and its potential impact on them. He was quite vocal about the need for less technical information as the catalyst for raising awareness and getting people to react to the issues. He mentioned that once decision makers are interested in the issue, they can be given information that is more in depth and will help them make decisions or use the information to implement policies. But without seeing the AIDS Briefs, Mr. Diallo did not think that policy makers would have had the same level of interest or participation from the different sectors that do not think that AIDS affects them.

While the BASICS Senegal IEC advisor, El Hadj Diouf, had not seen any of the six SARA documents we asked about by title, Momadou Sene, Senegal country advisor, said that he had used SARA's advocacy guide's approach in working with the Ministry of Health and all local organizations to advocate for the implementation of IMCI in Senegal.

Yaya Drabo, regional IEC advisor, had read/seen a number of the SARA documents we asked about (Advocacy Guide, Research Guide, IMCI, and Time to Act) and passed them on to others who expressed a need that he felt each could address. He suggested that SARA send more than one copy, since he always gives his copy to someone who seems to be more in need of it, he never has one to keep. Also sometimes he sees a

SARA document in someone else's office, but has not gotten a copy himself. He admired SARA's approach of trying to respond to requests rather than sending out many copies of documents, but he explained that West Africans' culture was such that people do not ask for things, and thus, SARA may be missing a lot of people—especially health workers at the peripheral level, who might find it relevant and useful to their work.

He also commented on the lack of materials in French, such as the BASICS document on health worker behavior—the result of training in Burkina Faso—and wondered if SARA could translate some of these into French. It was suggested that he send a list of the documents he thinks would be candidates for translation and a description of how he felt they would be used and by whom.

Scenarios du Sahel

Ms. Shafritz and Ms. Bery met with Kate Winslett and Dan Enger and discussed progress with Scenarios du Sahel. While no additional scenarios have been filmed, plans are being made to film some in the near future and sources of funding are being firmed up. The Scenarios team was getting ready to go to FESPACO in Ouagadougou, where they hoped to increase the level of awareness/interest in their materials. We discussed ways of increasing access to the already-existing Scenarios, mainly focused on adding broader dissemination channels, such as movie theaters, video clubs, and video-rental facilities.

USAID Mission—Senegal

Ms. Bery and Ms. Shafritz held a debriefing with the USAID mission, Chris Barratt the team leader and his entire team. Mr. Barratt was particularly interested in understanding SARA's and the Africa Bureau's strategy with CESAG. Ms. Bery described as much of the strategy as she could and promised to send some documentation. She explained that CESAG was truly a regional institution with a mandate to work and support management institutions in the member countries. The Africa Bureau has supported different CAs to work with CESAG to strengthen its capacity. The SARA Project has been particularly influential in helping CESAG make the links with MSH, PHR, etc. It was also clear from our discussions that CESAG needs to promote its activities proactively with USAID and other donors. Mr. Barratt said that the last time he attended a CESAG presentation was three years ago at a regional conference when CESAG presented its services/activities. The debriefing was constructive and positive and served to orient Mr. Barratt's staff to CESAG's activities, as he is leaving Senegal this fiscal year. Ms. Bery also left copies of the *Advocacy Guide, Making a Difference to Policies and Programs* and the *HIV and Infant Feeding* paper.

Leland Initiative—Olivier Sagna

Olivier Sagna has been at USAID since October 1998 and has developed an action plan for electronic activities. He participates in Senegal's chapter of Internet society and in meetings with the private sector/government. He perceives that USAID is under pres-

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sure to do something, given IDRC's focus on technological approaches through ACA-CIA USAID's Leland initiative is designed to help countries get connected to the Internet and, since Senegal is already connected little money seems to exist for discrete electronic activities. He is hoping to work with the SO teams to integrate electronic initiatives into their activities. Mr. Sagna planned to attend a course in the US and to meet with Leland/Washington to determine how this approach could be made more adaptable to a country with a different set of needs. Internet training abounds in Senegal through the Ecole Supérieur Polytechnique and Col Africaine de Recherche Informatique. In addition, the University of St. Louis has just been connected with a dedicated line and will also have resources to train others on the Internet. Ms. Bery gave him a copy of *Making the Internet Connection Count* in English.

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Network of Documentation Centers

Ms. Bery and Ms. Shafritz spent a lot of time with Harouna Danladi, CERPOD's documentalist, discussing the formation of a network of documentation centers. One of the prime reasons for SARA's visit was to assess whether this would be feasible. One of CERPOD's mandates is to strengthen government documentation centers in each of the nine partner countries. Thus, CERPOD has included the development of such a network in its current three-year plan. In fact, for the past two years, Mr. Danladi has been conducting assessment trips to identify and strengthen the appropriate focal point in each country. (See appendix 3 for summary of his visits.)

SARA recommended ways to strengthen the depth and reach of this network from the beginning. CERPOD would like to include a representative from the focal documentation center as well as someone from the university library from each of the nine countries. SARA suggested holding a regional workshop with these people and also including one journalist from CERPOD's network in each country so that each country would have a team of three to carry out national dissemination activities in collaboration with regional activities spearheaded by CERPOD.

Ms. Bery and Mr. Danladi discussed this meeting with the directors of SARA and CERPOD both of whom were supportive of starting such a network. Thus, Ms. Bery and Mr. Danladi compared schedules and tentatively developed an action plan and timeline for holding a meeting to launch CERPOD's documentation center network. It is currently scheduled for one of the first two weeks of July. This first meeting will be to outline the roles of the country focal teams as well as CERPOD. It will also be an opportunity to share experiences and skills in disseminating information, to orient the participants to advocacy skills, to build a relationship with the journalist network, and to explore ways to use electronic communication send and receive information. In addition, this meeting will be an opportunity for CERPOD and each of the country teams to

develop a dissemination action plan for the following year Mr Gary Engelberg of ACI has agreed to work with SARA and CERPOD to design and facilitate this workshop

Expected results include—

- ◆ Increased dissemination of population and reproductive health information from CERPOD,
- ◆ Catalogues/lists of existing population/RH research and grey literature in each country,
- ◆ More articles on population and RH in each country,
- ◆ Greater exchange of Pop/RH information between and within countries,
- ◆ Increased use of information/research by journalists
- ◆ Greater involvement in Pop/RH related advocacy activities
- ◆ Integration of journalist activities into other aspects of CERPOD

Electronic Communication/Web Page

Renuka Bery and Lonna Shafritz met with Harouna Danladi and Alpha Maiga to discuss electronic communication activities CERPOD is developing its Internet strategy At present there are two objectives—to put a web site into place and to have a dedicated line for the Internet CERPOD currently has a web site, but it was designed much earlier and contains basic information Mr Danladi and Mr Maiga would like to make the web site more dynamic All web site activities, however, have to be coordinated with both INSAH and CILSS Moussa Dolo was at CILSS negotiating how CERPOD could develop its web site in a timely manner

CERPOD staff met Dr Steven Ruth of George Mason University at an I-NET conference and Dr Ruth has been working with CERPOD on developing the web site with a Mellon Grant He conducted a web site development training for five people at CERPOD including Mr Maiga, Mr Danladi, Dr Dolo, Mr Fatim

Currently electronic connectivity in Mali is quite good At present there are four Internet Service Providers (ISP) CERPOD's ISP only has 17 phone lines for all subscribers to use, therefore, it is sometimes difficult to get a connection CERPOD is planning to get a LAN and a direct connection, but has not been able to yet Ms Bery passed the e-mail she received in the U S stating that if CERPOD e-mails a request to Dr Ruth regarding the need for increased communication with the University of Mali, they will be able to get a dedicated line to the University of Mali which has its own hook up Mr Maiga took a copy of this e-mail to follow through In general, CERPOD's partners in other countries do not have access to electronic communication

SARA discussed the joint demonstration electronic communication project with CERPOD, but not in great depth Given everyone's travel schedule and the level of assignments, it is clear to understand how less urgent things get sidelined Ms Bery and

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Ms Shafritz explained the importance of exploring different web sites and did some Internet surfing with Mr Maiga and Mr Danladi. The CERPOD staff noted down some sites and indicated that they would revisit them later. In addition to the time pressures, with out a dedicated line, surfing the Internet is a time consuming process, especially if one does not have a concrete purpose. Thus, Ms Bery will recommend to Eric Bensel, the lead person in this demonstration project, to focus the efforts on helping CERPOD design and put up its web site.

Repackaging and Dissemination Activities

Edmond Bagde is working as consultant to CERPOD with funds provided by SARA. He is a journalist, social worker, and trainer. He most recently worked in Dakar synthesizing research studies for conferences while finishing his academic studies. Mr Bagde started at CERPOD in December 1998 with a six-month contract to develop an action plan to repackage and disseminate more user-friendly versions of CERPOD's research documents and to repackage five publications. He synthesized one document on the consequence of abortion in three hospitals in Bamako and was waiting for the researchers to review it with him. The other topics include condom use in Africa, and the impact of FP on women, requested by UNFPA.

Mr Bagde's dissemination strategy/vision, as we interpreted it, was to ensure that the dissemination perspective is included at the beginning of the research process, to improve communication between researchers and the dissemination specialist by formalizing a communication system, be able to respond to "hot" topics in a timely manner, be able to get information/research results in a timely manner, and develop and assess relationships with the media in the nine CILSS countries. CERPOD has many documents with valuable information that can be disseminated widely throughout the region to many audiences.

Two elements of his dissemination strategy are expanded below.

- 1 To involve a dissemination/repackaging person in the research process from the beginning—from the development of the research approach, through numerous steps of the process, not just once the report has been written. This is important, because often overall results, that can be used for wider dissemination, are available long before the final analysis has been completed or the report has been written.
- 2 Focus on "hot" topics, issues that are current and being discussed. Responding to these topics must be immediate in order to still be relevant. Mr Bagde sees the need to be able to synthesize CERPOD research on the topic into a 2-3 page summary and disseminate it through a variety of distribution channels, from newspapers to international broadcasters like BBC, RFI, etc. For example, the topic of excision was a hot topic of discussion because while we were in Mali,

because a French court convicted a Malian resident for conducting excisions on French territory. There were articles in the newspaper, on the radio and people in the street were debating this issue. Had CERPOD been able to respond quickly, they could have provided valuable, accurate information about excision from some of their existing research.

Mr. Bagde mentioned that though the head of information services, Dr. Dolo, was supportive of these ideas, he was concerned about the cost of implementing these ideas especially as it seemed that the dissemination specialist would have to travel to all nine CILSS countries. Ms. Shafritz and Ms. Bery then suggested ways in which Mr. Bagde could explain how to accomplish the ideas presented in his report at low cost. The recommendations were as follows:

- ◆ Dissemination specialist brings his/her perspective to the research meetings. Helps researchers develop a dissemination plan from the beginning, including target groups, products, dissemination methods, channels.
- ◆ Dissemination specialist attends interim meetings while research is being collected/analyzed. If no interim meetings are convened, would meet directly with the researchers to get updated and to revisit the dissemination plan.
- ◆ Dissemination specialist or another writer can write something on preliminary findings for a particular target audience or multiple audiences. This could be a highlights-style piece, 4-6 pages: a) describing the problem, b) summarizing the research method, c) outlining the preliminary findings/results, d) analyzing possible conclusions or presenting next steps.
- ◆ Work in other countries could be completed as part of travel to those countries for other reasons (e.g., attending conferences, etc.).
- ◆ CERPOD could publish preliminary findings in *Nouvelles de CERPOD*, a quarterly brochure.
- ◆ The dissemination specialist could possibly coordinate activities in the journalist network or even the proposed documentation center network to do some of the writing that CERPOD would include in its regular publications. For example, if an abortion study is being conducted in Mali, Senegal, and Burkina Faso, the journalists in those countries could interview the researchers and write something that CERPOD could publish or use. This would give publicity to other members in the network and partners affiliated with CERPOD and would relieve the CERPOD-based journalists from having to write everything for CERPOD. Naturally the text would have to be approved by the dissemination specialist and the research team.

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Review of Repackaged Document

This need for earlier, more continual collaboration with the researchers became clearer during the meeting to review the 15-page summary of the effects of abortion study. Three researchers, Edmond Bagde, the author, Gary Engelberg and Lonna Shafritz attended the meeting to discuss the content of the synthesis. Overall, the researchers thought the synthesis was well executed, except for some oversimplifications in the titles which made it sound like "80% of Bamako women have had abortions" rather than "80% of those women seeking FP methods." A key conclusion that could be derived from the document was that since many women who have abortions do then seek out FP methods, maybe FP programs in this area should do more work to increase post-abortion contraceptive use.

Journalist Network and PopMediAfrique

CERPOD was without a journalist for almost a year after Sié Offi Somé left the organization. Emile Rigobert is a journalist and has been at CERPOD for nine months. He manages the PopMediAfrique activity and the journalist network and spends much of his time editing the research reports.

PopMediAfrique consists of senior-level media and communication managers (three per country, one from written press, one from radio and one a population IEC manager) in five countries (Mali, Burkina Faso, Côte d'Ivoire, Senegal, and Mauritania). Since 1996 they have held four seminars, the last one focused on advocacy to involve others in getting the information used. The three from each country are focal points within their countries and are trying to organize national-level advocacy seminars. Rigobert is the manager at CERPOD for this activity, with technical assistance from Gary Engelberg.

He affirms that more articles of better quality have been published on population since the network started, even among journalists who are not part of PopMediAfrique who are interested in being involved and therefore work harder to produce relevant articles. He thinks that to be more effective in the future, other countries or additional journalists per country should be included in the network.

The Réseau de Journalists started in 1988, with members from the nine CILSS countries. The 100 members are active field journalists, who specialize in writing articles on population. The coordinator in each country is chosen by the country members themselves. Some countries, such as Senegal and Niger, have very active groups. The Senegal chapter publishes a bulletin called *PopAction*. In December 1998, a seminar was held in Dakar, attended by the coordinator and one other journalist per country (one of which was a woman), who presented their activities to date, with the objectives of activating each country group to develop and implement action plans. The workshop was managed and organized by the Senegal chapter and included field visits.

CERPOD provides 500,000 FCFA (\$1000) annually to each country chapter once the activity report is submitted. But, in an effort to make the country teams more independent, CERPOD has encouraged each chapter to diversify their funding sources by developing special projects and writing proposals. For example, in Mali the team is producing a newsletter and has gotten UNFPA to finance 50 percent of the production budget. For special activities, once a chapter finds other funding sources CERPOD make small grants. For example, the group in Burkina wants to have a meeting with their 50 members, many of whom are outside of the capital, to revitalize their in-country network. CERPOD will co-finance this meeting if the group attracts other support. Mr. Rigobert wants to develop ways for the journalist network and the PopMediAfrique journalists to work together.

Mr. Rigobert also provides information packages for conferences, such as the March 1999 MAQ conference in Dakar. In addition, CERPOD is trying to increase the number of journalists attending such meetings. Mr. Rigobert also sees the importance of electronic communication (email/listservs) to get messages out to the network. He feels that most of the journalists should have access to electronic communication, and in fact, some are already using information available on-line to supplement their research. The Gambian team attended an Anglophone journalists conference in Uganda during which a web site was developed, the Gambians would like to try to do something similar for West Africa.

A large part of Rigobert's job is weekly follow-up with the chapters to see what they are doing, what they need, etc. He has some ideas on how to improve the journalist network.

- 1 He would like to train rural journalists. For example, many rural radio stations exist. He thinks that journalists, using local languages on the radio can reach those without education.
- 2 He feels that more advocacy training is needed, particularly among the journalist network, both to raise funds and to change policies through mobilizing opinion.
- 3 He would like to implement ideas that develop from within the journalist groups in the different countries.

Information Center/Publications and Mailing list

Harouna Danladi manages the documentation and information center and its activities. Everything is catalogued and organized on the computer. Mr. Danladi and his assistant know where everything is. Mr. Danladi conducts research on Popline for researchers and others who require the information. In addition, users come to the center to read and conduct research themselves. If the information is not readily available, Mr.

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Danladi has contacts with other libraries and can find the information. He also uses the Internet to conduct searches if necessary.

Mme Safiatou Traore manages the mailing list for CERPOD documents. Although the names are kept centrally in Microsoft Word, she creates a new mailing list for each publication based on lists from the researcher. The largest list (1550 names) is used for CERPOD's quarterly publication *PopSahel* which has not been published in almost two years since Sié Somé, the previous journalist, left. CERPOD has several categories of documents, the quarterly magazine, *PopSahel*, CERPOD's calendar is sent to about 1,000 people, Working Papers derived from CERPOD's research have a distribution of about 300-350. Nouvelles de CERPOD brochure is sent to about 1,000 people.

CERPOD uses a number of dissemination channels: mailing to targeted mailing list, distribution at conferences, copies distributed by staff on travel to other countries which happens frequently, and information tables at expositions.

Ms Bery made several suggestions for developing and maintaining the mailing list particularly for tracking dissemination information. She described SARA's document tracking system. Ms Bery agreed to share some of the fields that SARA has created to help CERPOD understand what they might be able to accomplish. By transferring the mailing list to Microsoft Access, it is likely that CERPOD could—

- ◆ design a database with various fields that could be used to disaggregate information,
- ◆ develop a more sophisticated and useful tracking system,
- ◆ have a centralized mailing list,
- ◆ create different categories of readers/users of information (e.g. journalists, researchers, MOH staff, partners, documentation centers, etc.) to target mailings efficiently.

Other Meetings at CERPOD

Debriefing with Dr Moussa Dolo

Unfortunately, Dr Dolo was called on mission during most of the SARA visit. He did, however, return before Ms Bery left Mali, so she was able to debrief him on the particulars of the visit. He had been called to Ouagadougou to help CILSS with a plan to create a web site. This meeting was important as it addressed some of the political issues Mr Maiga and Mr Danladi had described.

Briefing with Dr Momadou Gueye

Ms Shafritz and Ms Bery spoke with Momadou Gueye, research director, about the focus of their trip: dissemination and repackaging of information. CERPOD needs all the researchers to review repackaged documents before printing and distributing them. As

an example, we discussed the status of the first draft of the repackaged document on research concerning the consequences of abortion in three hospitals in Bamako. A meeting was scheduled later in the week for the researchers to review the document with the dissemination consultant and author, Edmond Bagde. The other research scheduled to be repackaged was the effect of education on the number of children that women had in Kayes and the how using FP impacts on women's lives in Bamako.

The SARA team also discussed the importance of using intermediaries to disseminate information since CERPOD cannot reach everyone directly. For example, CERPOD works with the IPPF affiliate in Niger (ANBEF) to disseminate *Les jeunes en danger* in that country and needs to work with other national organizations. They have gotten approval from the DSFC (division of family health) to disseminate *Les jeunes en danger* in Mali probably sometime in March. Gary Engelberg's work with CERPOD on *Les jeunes en danger* and other products has enabled CERPOD to understand and appreciate the need for carefully targeted repackaging and dissemination as well as involving end users in the research design from the beginning. Mr. Engelberg will continue to provide dissemination assistance to CERPOD, particularly on the HIV/AIDS evaluation and monitoring work planned for the future.

Dr. Gueve mentioned the importance of using electronic means of dissemination to circulate information in the sub-region, and the importance of e-mail for contact between researchers in different places. SARA suggested that the Réseau Africaine de Recherche sur le SIDA, in Dakar is an example of an effective network that communicates electronically.

Self-Evaluation Manual

Suzanne Prysor-Jones, Lonna Shafritz, and Renuka Bery met with CERPOD director Baba Traore to discuss next steps on the self-evaluation manual for using information at the periphery level. MEASURE Evaluation has worked with CERPOD to finalize the manual and a plan is in place to test the document before publishing it. Fara Mbodji, who is managing this activity, was out of the country during SARA's visit to Bamako. Despite the good quality of the translation job done by CERPOD's Mme. Sy, it was decided to complete the translation in the US to have greater control over figures, tables, formatting, and more importantly, to speed up the process.

The discussion centered on the fact that things needed to move quickly in order to get this manual field-tested. The conclusion was that CERPOD needs to hold meetings in the next few weeks with different MOH staff to review the document and to decide how it will fit into MOH's strategy and finalize the field-testing approach.

Ms. Shafritz contacted Dr. Boare from Koulikoro who had been involved in earlier stages of this activity to let him know the status of the project and to determine his interest in working with CERPOD to finalize the manual from a technical point of view.

ERNWACA

He indicated his interest and suggested that Koulikoro might be an appropriate area in which to test the manual

ERNWACA

Renuka Bery observed the Francophone ERNWACA advocacy workshop held in Bamako February 23-27, 1999. Ms. Bery served as an advocacy resource person for the meeting and worked with the trainers to ensure that the content was conveyed and understood by all participants. (A more analytical report on ERNWACA that includes the advocacy training and the launching workshop is being prepared by SARA Consultant Luc Gilbert.) Prior to the workshop, Ms. Bery reviewed all the logistical issues with ERNWACA's regional coordination to ensure that both the advocacy workshop and launching meeting progressed smoothly.

Two participants attended the workshop from each of eight Francophone countries, except that Togo was only able to send one participant. Mali, the host country, invited nine participants including ERNWACA researchers and key education stakeholders. The training was led by Aliou (Barky) Diallo and Aliou Boly, both of whom have trained in advocacy before. The training style was quite French, in that it focused heavily on a lecture format where the group was together. Time was scheduled for participants to break into smaller work groups and all thought that these sessions were valuable, but not sufficient. Although the training was less participatory than SARA would have desired, participation requires much more time. As the workshop had been limited to five days, the trainers had to focus on the entire process and did not have enough time to allow the participants to explore the issues thoroughly, or to use Mali as a case study model.

Results

The advocacy training was well received by all the participants who perceived it to be essential to their future effectiveness as members of ERNWACA and in their quest to improve the educational systems in their countries. Most participants were quite focused on learning the advocacy skills and processes. Each small group comprised a variety of participants from ERNWACA researchers from different chapters to Malian stakeholders.

The training used research collected and analyzed by the ERNWACA Mali chapter as the basis for developing an advocacy strategy and action plans. To the extent possible, this information was used, but the time pressures necessarily did not allow each group to examine, in depth, the research and analysis. Still, it was clear to the group how they needed to use this information.

The group also realized the necessity of high quality research results. For several years, SARA and others have worked with ERNWACA chapters to increase the quality of their

research While some chapters seemed to produce quality results, the research of other chapters was questionable in design, collection, and analysis This has been communicated over the years by both donors and the regional coordination, however, it was reinforced during this advocacy training in a way that the participants recognized that any lower quality research would not be credible and may in fact, hinder advocacy activities

Participants seemed to be highly motivated by the advocacy training In conversations with other SARA consultants and the Africa Bureau's Education officer, Mitch Kirby, the enthusiasm seems to have continued into the Phase III Launching meeting ERNWACA researchers seemed, for the first time, to have been empowered to take ownership of the network and to participate actively in making decisions for the future of the network Although a direct correlation to the advocacy workshop might not be possible the more action-oriented style of the chapter members and their willingness to take responsibility for the network is certainly different from previous years

It seems then that sharing advocacy skills with ERNWACA was a very positive step Since this first workshop was for the Francophone members of the network, it is critical to offer similar skills to the Anglophone chapters, especially as ERNWACA has reaffirmed its bilingual status at the launching meeting Two options are currently being explored since it is likely that only two of the four ERNWACA chapters will be able to participate (Nigeria and Sierra Leone have not communicated with the national coordination for many months as their countries have been politically unstable, which may have precluded any activities) The two options are to hold a workshop similar to the one in Mali but using Ghana as the model or to send two representatives from Ghana and Gambia (and Nigeria and Sierra Leone, if possible) to the CAFS Advocacy training in August

Mitch Kirby also suggested the possibility of inviting two participants from Namibia and Malawi as both those education ministries have a desire to train some of their education specialists in advocacy

Electronic Connectivity

Ms Bery held a meeting with all the ERNWACA chapters to ascertain how they had used e-mail, what the problems were, and to discuss possible solutions and new ideas for communicating electronically

In general, the chapters do not use e-mail or the Internet very much Some chapters were connected by SARA and some were not Chapters were not connected at the same time—some were connected almost 12 months after the initial chapters were connected and some were never connected This made it difficult for the chapters to communicate with one another In addition, several chapters had serious problems with their computers, the modems, and the Internet service providers Since 1996 when this project

PHASE III LAUNCHING MEETING

was started, much has changed in electronic communication in West Africa, which should make it easier to connect the chapters currently. However, though most chapters do not have an official "ERNWACA" e-mail, many ERNWACA members have access to e-mail and the Internet through other channels. Côte d'Ivoire, Ghana, Mali, and Senegal use their e-mail quite regularly. They have planned conferences, transferred documents, and corresponded with other researchers and donors around the world. Some chapters give many people access and some chapters reserve it for ERNWACA only. In some cases, the modems and computers are very old and interface with the local ISPs, that now offer a wide variety of options, is sometimes not possible. Finally, another obstacle is funding to support the telephone charges which can be prohibitive.

Ms. Bery reiterated that those chapters that had not received funding from SARA for a full-year e-mail subscription should send a message so that SARA could address this between March and September.

One complaint was that the chapters connected to Healthnet received lots of information about health that was not relevant to education. Ms. Bery broached the subject of listservs but no one had participated or had a sense of what a listserv could offer in terms of exchanging ideas, debating issues, sharing information with colleagues, informing people of upcoming conferences or educational opportunities, etc. It seems starting a listserv on education in Africa could be an interesting challenge for some educational network in Africa to initiate. ERNWACA could be an option, but it might be more interesting for FAWE or ERNESA to take the lead and to get ERNWACA involved in sending and receiving messages and participating in the electronic discussions.

Phase III Launching Meeting

Ms. Bery did not stay in Mali for this meeting as several other SARA representatives attended. However, the SARA facilitator, Aliou Boly and SARA consultant Luc Gilbert and Ms. Bery discussed the format for the meeting, the objectives and ways to encourage participation from all the ERNWACA members. Details are available in Luc Gilbert's trip report.

Meeting with USAID Mali Mission

Before leaving Mali, Ms. Bery met with Andrea Yates, Ursula Nadolny, and Kathy Panther at the USAID mission to discuss the work accomplished and to describe the SARA Project's relationship and work with CERPOD.

Appendix 1

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Appendix 2
CESAG Plan of Action

**CENTRE AFRICAIN D'ETUDES
SUPERIEURES EN GESTION**

Direction de l'Informatique, des Systemes d'Information et des Nouvelles Technologies
JB/en

PLAN D'ACTION 1998-1999

La Direction de l'Informatique, des Systemes d'Information et des Nouvelles Technologies (DISINT) est une structure de création recente qui regroupe trois services qui avaient toujours existe au CFSAG : le Centre Informatique, la Bibliotheque et le Centre Audiovisuel. Le regroupement de ces unites est fonde sur l'idée qu'elles utilisent toutes les trois des technologies convergentes et poursuivent des objectifs similaires. Ce regroupement repose, par conséquent, sur l'hypothese qu'en développant la synergie entre elles, on pourrait déboucher sur une fertilisation croisée et un effet de levier mutuel qui devrait résulter en un impact sur l'efficacité institutionnelle du CFSAG supérieur à celui qu'aurait produit la juxtaposition des impacts de ces unités agissant séparément. Ce regroupement devrait donc permettre une exploitation plus systematique des confluences entre ces différents domaines.

A titre d'exemple, cette synergie devrait conduire à une prise en compte plus systematique des potentialités de l'Informatique dans les choix strategiques et la conception des modes d'interventions dans les domaines de la documentation et de l'audiovisuel. En retour, le domaine de l'Informatique devrait bénéficier d'une plus grande diversité et d'une meilleure qualité au niveau de son offre de séminaires.

Le concept de centre multimédia est utilisé pour désigner la structure nouvelle qui devrait émerger du regroupement des trois unités. Ce concept traduit l'idée d'un espace de type nouveau, sans coutures, faisant un usage intensif des nouvelles technologies de l'information et de la communication pour offrir à la communauté du CFSAG et à la sous-région un accès transparent et immédiat à l'information.

La DISINT est constituée de trois départements : le Département de l'Informatique, le Département de la Documentation, et le Département de l'Audiovisuel.

1 MISSION DE LA DISINT

La DISINT a pour mission

- d'appuyer tous les secteurs d'activités du CESAG (pédagogique, recherche, consultation et gestion interne) à travers une exploitation systématique des nouvelles technologies de l'information et de la communication (NTIC)
- de développer et de coordonner l'enseignement, la recherche et la consultation dans le domaine des NTIC

2 OBJECTIFS GENERAUX

La DISINT poursuit les objectifs généraux suivants

- Améliorer la réputation du CESAG par des publications et par des prestations de consultation de qualité dans les domaines des NTIC ,
- Contribuer à l'amélioration de l'efficacité et de l'efficience institutionnelle au regard des différents domaines d'activités du CESAG, par une exploitation judicieuse des NTIC ,
- Contribuer à l'émergence et à la pérennisation d'un cadre propice à l'apprentissage de l'usage des NTIC ,
- Contribuer à l'amélioration de la communication interne et externe de l'institution
- Contribuer à l'autofinancement du CESAG

3 OBJECTIFS SPECIFIQUES

Les objectifs spécifiques poursuivis au titre de l'année 1999 sont tirés du plan stratégique 1996 – 2000 du CESAG. Ces objectifs correspondent, cependant, le plus souvent, à des objectifs des 1^{ère} et des 2^{ème} années d'exécution du plan, qui n'ont pas pu être réalisés par défaut de ressources. Des objectifs nouveaux sont apparus du fait des nouvelles tâches de maintenance attribuées au Département Audiovisuel, des extensions des tâches du Département Informatique qui doit maintenant se charger d'élaborer les stratégies du CESAG relatives aux équipements de télécommunications et des besoins d'intégration des trois unités.

3 – 1 Objectifs spécifiques du Département Audiovisuel

Bien qu'impressionnant à première vue, les équipements du Département Audiovisuel ont vieilli de bientôt dix ans. Ils commencent, par conséquent, à connaître un décalage par rapport aux standards du marché. D'autre part, ces équipements sont essentiellement fixes, de telle sorte que le CESAG bénéficierait avantageusement d'acquisitions complémentaires permettant d'adjoindre une composante mobile aux équipements existants (équipement de reportage et de diffusion notamment). Ils sont aussi incomplets, notamment au niveau des salles. Cette situation et la nouvelle mission de maintenance déterminent les objectifs spécifiques du Département qui se présentent en quatre points.

3- 1 - 1) L'acquisition et la mise en place d'équipements en adéquation avec les nouvelles technologies de communications audiovisuelles

Divers équipements de reportage et de projection multimédia

3- 1 - 2) la mise en place de matériel de diffusion dans les salles de cours,

Il s'agit d'équipements mobiles permettant la diffusion de vidéocassette dans les salles de cours, particulièrement dans les cours de langues ,

3- 1 - 3) L'acquisition et la mise en place d'un système de Vidéoconférence

Acquisition d'équipements et installations diverses destinés à doter le CESAG de capacités en vidéo conférence et en formation à distance

3- 1 - 4) la mise en place d'une structure de maintenance audiovisuelle et informatique interne

Acquisition de divers équipements destinés à doter le CESAG de capacités de maintenance pour le matériel audiovisuel et informatique

Les objectifs 2 et 3 étaient prévus pour être réalisés en année 1 du plan stratégique

3 - 2 Objectifs spécifiques du Département de la Documentation

Service transversal, c'est à dire répondant aux sollicitations de toute l'institution (personnel administratif, personnel enseignant, stagiaires et autres personnes extérieures), la bibliothèque du CESAG est malheureusement dans une incapacité temporaire de remplir pleinement ce mandat

En effet, bien qu'elle soit toujours fréquentée par ses ayants droit, la bibliothèque n'a pas acquis de nouveaux documents (monographies et périodiques) depuis longtemps

A l'exception des revues éditées par la Banque Mondiale et d'autres publications en série détenues ici à titre gratuit, ce service ne dispose pas d'un abonnement régulier payant, aux nombreuses revues intéressant les domaines d'intervention du CESAG

Participent également de cet état d'immobilisme, l'absence d'équipements et d'aménagement de toute nature, notamment d'ordinateurs, la perte en grand nombre d'ouvrages et, en un mot, l'absence d'une véritable politique de gestion qui engloberait, entre autre, l'acquisition la collecte le traitement scientifique de l'information et sa diffusion après terme

En aval de cette tâche, on peut remarquer que depuis sa création, aucun document ayant atteint son troisième âge n'a été l'objet d'un traitement archivistique. Ce qui fait que les archives occupent les 3/5 du magasin de stockage des documents

Le désordre ainsi créé entache, à coup sûr, la qualité des enseignements dispensés ici et ternit par ricochet l'image de marque de l'institution

Ainsi, en vue de redonner vie à ce service indispensable et de lui permettre de jouer pleinement son rôle de soutien à l'enseignement et à la recherche, les objectifs spécifiques ci-dessous sont prévus

3- 2- 1) *Renforcement du fonds documentaire par l'acquisition d'ouvrages et supports pédagogiques et l'abonnement à des périodiques d'autorité*

Une estimation grossière des pertes d'ouvrages de la bibliothèque avoisine mille (1000) unités documentaires selon le rapport de l'inventaire opéré par la BCEAO début 1996. Il reste clair que ce chiffre doit être revu à la hausse aujourd'hui tant il est vrai que les recommandations édictées par le susdit rapport et censées freiner cette saignée, n'ont jamais connu une quelconque application. Ainsi, dans l'optique de dynamisation du CESAG en général et de la bibliothèque en particulier, il apparaît nécessaire voire urgent d'acquérir et en très grand nombre des ouvrages de référence, des supports pédagogiques (cassettes vidéo, audio) des documents électroniques (CD-ROM) et de reprendre, en les intensifiant et diversifiant les abonnements aux périodiques qui font aujourd'hui autorité dans la gestion dans le monde.

Dans cette perspective il est souhaitable que les efforts déployés en 1998 soient poursuivis en 1999.

3- 2 - 2) *Mise en place d'un service d'archives*

Le fonds archivistique du CESAG qui occupe à lui seul 3/5 de la réserve n'a jamais fait l'objet d'aucun traitement. Il constitue par conséquent un amas inaccessible. Il sera nécessaire voire indispensable de recourir aux services d'un consultant en archivistique qui sera chargé de superviser son traitement, d'élaborer à terme un plan de classement pour la conservation de ces documents du troisième âge et de mettre en place une structure permanente d'archives. Le fonds archivistique ainsi restructuré sera entièrement informatisé.

3- 2 - 3) *Mise en place de systèmes de gestion documentaire*

De grandes lacunes peuvent être observées dans la gestion des documents (monographies et périodiques) conservés dans la bibliothèque.

Pour n'en citer que quelques cas illustratifs, il nous a été donné de constater l'absence d'une politique d'acquisition, de traitement scientifique, de stockage et diffusion de l'information. A ceci s'ajoute l'absence de registres d'entrée, de catalogues, de plan de classement, etc., ce qui rend très difficile la recherche de l'information via ces instruments normalement laissés en libre accès aux utilisateurs.

Tout au plus, peut-on recourir aux fichiers existants (auteurs, matières et titres) qui sont malheureusement peu fiables.

En vue de corriger ces dysfonctionnements, il est prévu d'élaborer sitôt l'inventaire achevé, entre autres une politique de gestion documentaire, une classification fiable, un cadre de gestion complète du fichier de prêt apte à offrir une garantie la plus large possible de restitution des ouvrages prêtés aux utilisateurs.

3 - 2 - 4) *Informatisation de la Bibliothèque*

Afin d'accroître les capacités du Département de la documentation en matière d'accès et de diffusion de l'information, il est prévu d'informatiser le fonds documentaire. Il est aussi prévu de doter la bibliothèque d'un équipement de gestion électronique de documents (GED) pour permettre la mise sous forme électronique et favoriser ainsi l'échange documentaire, notamment des mémoires et d'autres travaux de recherche avec les autres institutions similaires dans la sous-région et dans le monde.

3 - 2 - 5) *Aménagement d'un espace de photocopie payante, en service libre*

Il s'agit d'aménager un espace doté d'un photocopieur à carte pour permettre aux étudiants, en libre service, d'effectuer des copies des documents qui ne peuvent sortir de la bibliothèque. Les produits de la vente des cartes de photocopies à la banque de prêt pourront contribuer au financement du fonctionnement de la bibliothèque.

3 - 2 - 6) *Climatisation de la salle de lecture et de la banque de prêt*

Dans la perspective l'informatisation de la bibliothèque et de la mise en place de l'espace de photocopie, il est nécessaire de doter la salle de lecture et la banque de prêt de climatiseurs. En effet, une conservation sécurisante du matériel informatique auquel viendra s'ajouter une dizaine de pupitres de langue ne peut s'accommoder de la chaleur qui regne actuellement dans ces locaux.

L'effet escompté, ce faisant, est non seulement la bonne conservation des ordinateurs mais également la fourniture aux utilisateurs de conditions idéales de lecture, d'étude et de préparation de leurs cours.

3 – 3 Objectifs spécifiques du Département Informatique

Comme pour les deux premières unités, le Département Informatique a vu ses efforts de rééquipement ralentis par l'insuffisance de ressources. Ainsi, la mise en place du réseau local et son raccordement à Internet prévu pour l'année 1 du plan stratégique ne seront réalisés qu'en 1999 (financement trouvé en 1998). Seule la mise en place des laboratoires d'enseignement a connu des progrès appréciables pendant les deux premières années du plan stratégique. Les activités de recherche et consultation bien que vitales n'ont pas connu de progrès réels jusqu'à présent. En ce qui concerne la formation, la pénétration de l'ordinateur comme outil pédagogique dans les enseignements autres que ceux d'informatique proprement dits est très insuffisante. Ceci détermine les objectifs spécifiques du Département au titre de l'année 1999.

3 – 3 – 1) *Équipements informatiques et mise en place d'applications informatiques*

Il s'agit de continuer les importants efforts en cours pour équiper le personnel administratif et enseignant de micro-ordinateurs, d'imprimantes, de scanners, etc. et ensuite, d'installer et de gérer le futur réseau. Ce réseau sera important pour la bonne gestion du CESAG. Par exemple, le travail collaboratif (groupware, messagerie interne, transmission de dossiers ou workflow) pourrait ainsi devenir la règle. Il s'agira aussi d'automatiser toutes les fonctions de gestion interne (comptabilité paie, gestion du personnel, gestion des salles, gestion des examens, gestion de la scolarité, etc.).

Les objectifs poursuivis en 1999 sont les suivants :

- Suivi de l'installation du réseau informatique du CESAG et du déploiement d'un Intranet ,
- Acquisition et mise en place des équipements individuels ,
- mise en place d'une salle de développement de logiciels (achat de trois micro-ordinateurs, d'un switch, de tables et de chaises) ,
- Suivi du déploiement des logiciels de gestion interne ,
- Formation interne ,
- Développement de nouveaux systèmes et maintenance de systèmes existants
- Assistance aux utilisateurs notamment dans le développement et la mise en œuvre d'applications individuelles

3— 3 – 2) *Implantation d'un nœud Internet*

Il n'est plus nécessaire d'insister sur l'importance d'Internet dans tous les domaines d'activités, en particulier dans l'enseignement et la recherche

Le CESAG doit implanter son propre nœud Internet conformément au plan stratégique et ne plus dépendre de l'Aupelf-Uref. Ceci lui permettra à moyen terme entre autres de

- rentabiliser rapidement les investissements effectués en devenant un fournisseur d'accès pour d'autres établissements ou institutions ,
- fournir des prestations liées à Internet (creation de sites WFB, formations internet, ouverture de salles payantes d'accès à internet , etc) ,
- développer le télé-enseignement dans nos programmes d'enseignement ainsi des clients situés ailleurs pourront participer aux programmes du CESAG et les étudiants du CESAG pourront, de Dakar, assister à des cours dispensés dans les institutions de réputation internationale ,
- améliorer les programmes et en introduire de nouveaux tel que les formations sur le commerce électronique, etc ,
- baisser les coûts de communication téléphonique par un usage plus accru de la messagerie électronique et aussi parce que bientôt le téléphone sur Internet deviendra une réalité ,
- placer Internet au cœur de la stratégie de développement du CESAG

Les objectifs spécifiques au titre de l'année 1999 sont les suivants

- mise en place du nœud Internet et raccordement du réseau informatique du CESAG à Internet ,
- développement de compétences sur Internet ,
- formation du personnel à l'utilisation de la messagerie électronique et des autres services Internet

3 - 3 – 3) *L'enseignement*

- La formation interne sera mise à contribution pour promouvoir une utilisation plus poussée de l'informatique dans les programmes d'enseignement. La plupart des cours devraient pouvoir utiliser des logiciels spécifiques et se dérouler en partie dans les laboratoires informatiques. Par ailleurs les professeurs devront pouvoir utiliser comme support de cours des présentations sophistiquées sur micro-ordinateur et vidéo-projecteurs

Objectifs spécifiques pour 1999

- formation de tous les professeurs au logiciel de présentation PowerPoint, au traitement de texte Word et au tableur Excel
- promotion de l'utilisation de logiciels et d'Internet dans le maximum de cours possibles ,
- appropriation des expériences de télé-enseignement et télé-médecine

3.3.4) *Recherche*

L'acte d'un succès durable pour le CESAG repose sur l'existence de laboratoires de recherche actifs et producteurs de résultats. La recherche est indispensable.

Aujourd'hui, si un enseignant du CESAG ne mène pas de recherche ou s'il n'en a pas les moyens, il sera rapidement dépassé par la rapide évolution des sciences. Cette activité de recherche est nécessaire pour que l'enseignant puisse se tenir au courant et enseigner les nouvelles avancées dans son domaine. Les activités de recherche doivent se faire en collaboration avec d'autres équipes externes ou non à la sous-région. En effet, dans le domaine de la recherche cette collaboration est absolument nécessaire puisque personne n'a les moyens matériels et humains pour tout faire, seul.

Le CESAG pourra ainsi s'insérer dans des réseaux d'institutions, d'universités et d'écoles dédiées à la recherche. Par ailleurs l'importance de ces activités rejaillit inévitablement sur l'école, en augmentant son prestige en l'élevant en un haut lieu de la recherche sur le plan international. Dans cette perspective, il est tout aussi important de favoriser le séjour au CESAG de professeurs de renommée internationale.

L'objectif principal du Département à moyen terme est de développer la recherche informatique au CESAG et de faire de celui-ci un lieu reconnu de la recherche au niveau international.

Les objectifs spécifiques dans le domaine de la recherche au titre de l'année 1999 sont :

- La création d'un laboratoire de recherche en informatique ,
- La poursuite des travaux de recherche vers des thèses en informatique vers des doctorats d'état et PHD en informatique et systèmes d'information , ceci implique des séjours en France et dans la sous-région ,
- La publication d'articles dans des revues ou des conférences reconnues ,
- Le séjour au CESAG de deux professeurs en informatique, de très grande renommée, faisant partie de l'encadrement de l'une des thèses en cours. Le séjour de ceux-ci sera rentabilisé par l'organisation de deux séminaires régionaux (séminaire sur les bases de données et séminaire sur l'informatique, les télécommunications et l'organisation des entreprises, organisation de conférences)

3 - 3 - 5) Consultation

l'on insiste souvent sur le fait que le salut du CESAG viendra des consultations. Mais il y a un préalable à satisfaire. C'est la formation professionnelle des consultants eux-mêmes.

En informatique, les consultants du CESAG auront besoin d'être formés aux logiciels les plus demandés sur le marché. Il s'agit de logiciels qui nécessitent, pour être maîtrisés, des formations sanctionnées par des examens ou certifications. On ne peut pas prétendre compétir avec succès sur les marchés du conseil ou de la formation sans ces certifications.

C'est pourquoi le Département vise à moyen terme les objectifs suivants :

- obtenir pour nos professeurs-consultants les certifications pour les logiciels Ms Windows NT, Visual Basic, Visual Java, SQL Server, SAP, Lotus Notes
- faire du CESAG un centre d'expertise régional dans le domaine du conseil informatique,
- mettre en place un institut spécialisé dans la formation en informatique.

Objectifs spécifiques au titre l'année 1999

Nos activités de consultation tourneront autour des points suivants :

- Mission de consultation dans la sous-région,
- Développement de logiciels,
- Séminaire régional sur le commerce électronique,
- Séminaire régional sur les bases de données,
- Séminaire régional sur l'informatique, les télécommunications et l'organisation des entreprises
- Séminaire sur le langage de programmation Visual Basic,

3 - 4 Objectifs spécifiques au niveau de l'animation de la DISINT

En plus des objectifs spécifiques décrits ci-dessus, l'animation de la DISINT doit s'attacher à :

- développer l'intégration des trois espaces d'activités correspondants à ses trois départements constitutifs,
- rechercher toutes opportunités pour développer la fertilisation croisée entre ses départements constitutifs.

Pour atteindre ces objectifs, les stratégies suivantes seront mises en œuvre :

- réunions de coordination fréquentes
- participation de toutes les unités à l'élaboration des stratégies de chaque unité,
- recherche systématique d'utilisation du potentiel de chaque unité dans la réalisation des objectifs des autres unités,
- développement d'activités communes par exemple collaboration dans la conception et la mise en œuvre de modules de formation (dans la formation interne dans un premier temps)

Appendix 3
Documentation Center Visits

Documentation Center Visits by Harouna Danladi

- 1 **Cape Verde 8-13 Feb 1999**
Harouna visited Cape Verde but has not complete his report
- 2 **Mauritania 12-23 Oct 1998 (document collection trip)**
Focal Point Creation of Centre de Documentation at Direction de Developpement Sociale
 - visited other document centers but assessing them was not an objective of his visit
- 3 **Togo 27-31 July 1998**
Focal Center Centre national d'information sur la population et le developpement (CENIP) at the Unite de recherche demographique (URD)
 - exchange documents
 - need to revitalize relationships
- 4 **Guinea Bissau 6-28 Feb 1998**
Focal Center Centre de documentation (CDOC) at Ministry of Economics and Finance
 - Harouna trained 11 staff in information techniques cds-isis/creating databases/using the database
- 5 **Chad 7-15 Dec 1997**
Focal Center Centre de documentation at the Division of Population and Human Resources
 - Harouna trained staff in computerization (same as above)
 - Identified as the focal center in Chad
 - Brought back documents
- 6 **Mali 5-9 May 1997**
Visited 5 Documentation centers
Focal Center 1) Direction Nationale de la statistique et de l'information (DNSI)
 2) Direction Nationale de la planification Conseil National de la Coordination des Programmes de Population (CONACOPP)–no center,
 - lots of documents in a closet, they want to manage their documents better
 3) Cellule de planification et de statistique (CPS) at Ministry of Health & Solidarity of Elderly
 - Serves medical students
 - Needs a library and new organization system

- 4) Commissariat a la promotion des femmes (not really a documentation center)
 - Creating center w/ NDP/BIT & BAD money
 - Would like to have a relationship w/ CERPOD-Now on CERPOD's Mailing List
- 5) L'Institut Supérieur de Formation et Recherche Appliquée (ISFRA)
 - 3 foreign-trained persons manage the library

7 Chad 9-14 Feb 1997

- Focal Center Assessed Centre de Documentation, Ministry of Health, at Div Of Pop & HR
- relationship/cooperation
 - Helped CERPOD acquire documents
 - Exchange pubs
 - CERPOD give training
 - Access to researcher in Chad

Other Visits

- A Centre d'Etude et a formation pour Developpement
Social and economic development resource (CERPOD was added tp their mailing list)
- B Fonds de soutien aux activites en matiere de population (FOSAP)
- C ASTBF (Bien etre Familial) Association Tchadden Bien
- D other centers UNFPA/UNDP/IEC at MOH/CNAR (national research assistance organization)

8 Senegal 3-7 Feb 1997

- Focal Point Centre de Documentation at Direction del la Planification (CIDP) de Ressources Humaines (help acquire and exchange pubs) and at centre d'etude e de research sur la population pour le developpement
- CIDP serves researchers, demographers, planners, decision-makers, teachers and students
 - wants to be a multimedia center
- Centre National d'Information et de Documentation pour la Femme (CNIDF)
- looking to cooperate with CERPOD
 - they want to be a center for womens and children information
- CODERSIA- social sciences centre
- can be a member organization for \$500/year Members get all CODERSIA documents
 - promote exchange of views and info among African researchers

Others

UEPA/UNFPA/EVF-EMP Project/ENDA

CERPOD exchanged documents with other organizations no considered to be a national focal point

9 Guinea-Bissau

Focal Point Centre de Documentation du ministere de plan et de la cooperation international

- All official documents go here and & int'l donor documents
- Documents exist but now well organized or managed
- need training

Centre de Documentation de ministere de affaires sociales et de la promotion de femmes

- UN brought someone to create document center
- need to reclassify documents
- need training on management of information and databases
- need strategy to collect documents

Centre de Documentation et Sante Maternale et Infantile & Planification Familiale (SMI/PF)

- Good document center, needs manager
 - need info management system
- AGVIBEF/FNUAP

Harouna did a study tour of documentation centers in the US (NY/Baltimore/DC) in Nov 96

Harouna did a study tour of doc centers in France May 95

CIE/OCDE/UNESCO/ORSTOM/CICRED/CEPED